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of the underlying causes of child delinquency become more evident . . . . The responsibility reverts to the home, the school, and the other social forces of the community."

(12) State wide organization begins to include not merely supervision of courts on the one hand and of probation on the other, but also the entire child-caring system. The need for many child-caring measures has been made more obvious by the work of the juvenile courts. The child caring system, including the school, should have power without court trial to render any type of service or education, including what would now ordinarily be probation or commitment, provided the treatment be arranged by common consent and duly recorded after investigation. The court need not then be appealed to except in cases of disputed rights; if however, there be such dispute, the jurisdiction of the court should be such as to permit and oblige the parties to appear for impartial investigation and adjudication of their claims, however apparently trivial the issue. Neglect, now, must often become too serious before action can be enforced; and parents should also have constant protection against over-zealous agents. If the desired treatment be approved, the court, under such a plan, would not necessarily need to transfer the child from the custody of parents or agency to that of the probation officer, in order to retain jurisdiction. It might, and usually would, merely declare the agency in question the officer of the court for the purposes of the case, and the treatment ordered would be carried out. The child-caring system, supported and checked by a court separate, but of parallel scope, would then be handling most children on a voluntary basis; a few scarcely distinguished from the others would be dealt with through the same agents but by sanction of the court.

In this last paragraph the reviewer reaches beyond the ground taken by the report, and projects a development which seems to him foreshadowed by the recent experiments in Ohio, Minnesota, Massachusetts and Utah, and by the discussions at the last meetings of the National Probation Association.

One feature of court work which seems to the reviewer particularly significant is omitted in this study: the number, nature and methods of handling so-called unofficial or "out-of-court" cases. This practice has spontaneously become very extensive in many courts, but its importance and significance in the future of the juvenile court and of special education has as yet not been given adequate official recognition.

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THOMAS D. ELIOT.

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THE ADOLESCENT GIRL. By *Phyllis Blanchard*. With an introduction by G. Stanley Hall. Moffat Yard, New York: 1920.

Hall in the preface says that the "psyche" of the young girl seems to him the most unknown of all the great domains of psychology, and that the author has had exceptional opportunities to study this subject and recommends the book to "all women interested in the true status of their sex."

The problem of the adolescent girl is viewed from both the scientific and the philosophic background with the hope of providing her with definite information so that she may understand her own personality and her sexual problems and put her energies to the best use. The book endorses Hall's fundamental principles of adolescence, which he conceives to be "the entrance of the individual into the larger life of the race," so that "the psyche reverberates with old phyletic memories lying deep within the nerve plexuses and ganglia of the unconscious; feels the impulsion of irresistible forces which urge the boy or the girl to express in their own person the myriad activities which characterized the stirp in the long aeons of its development.

Adolescence is not sufficiently explained by physiological and metabolic changes, and the author seeks further enlightenment from psychoanalysis. She traces the growth of the genetic philosophy and the development of psychoanalysis, and from these studies a purposive outlook on life and altruistic principles are evolved for the guidance of the young girl's soul (the soul is accepted without a question). "The vital element of all existence is an irreducible, irresistible energy (call it libido, *elan vital*, will to live, what you wish), which animates the organism and shapes its acts to suit its inscrutable purposes. It is not favorable to the individual, to be sure, yet to it he owes his very being, since he exists for the sole purpose of insuring its continuity and receives whatever spark of genius dwells within him from its exuberant energy. It is a wholly unconscious force, obscure in all its activities, but apparent in the otherwise inexplicable phenomena to which it gives rise."

Love is defined as not only the merging of love for each other into a common love for a common offspring, but as "creative of the great *elan vital* which is the ultimate source of all existence"; and the test of love is "a deep and abiding love of the human race," for which every girl should strive consciously as she already unconsciously strives.

The chapter headings indicate the angles from which the study of the adolescent girl is approached. Many cases are enumerated, popularizing the subject and giving concrete meaning to the general principles; but psychoanalysis furnishes the key to the understanding and the consequent solution of many of the girl's difficulties.

- Chapter I. The Broader View.
- Chapter II. The Sexual and Maternal Instincts.
- Chapter III. The Adolescent Conflict.
- Chapter IV. The Sublimation of the Libido.
- Chapter V. The Adolescent Girl and Love.
- Chapter VI. Pathological Manifestations in the Adolescent Girl.
- Chapter VII. The Adolescent and Her Future.

CLARA S. BETTMAN.